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AUTHOR McCarron, Lawrence T.; Stall, Colleen H.
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ABSTRACT

Guidelines are given assessing the community living skills of deaf students through an adaptation of the Street Survival Skills Questionnaire (SSSQ), which was originally designed for developmentally disabled or handicapped adolescents and adults. Adaptations include consideration of situational factors (such as visual distractions) and the influences of using manual communication. Examples of the notation system used are given, and instructions are presented for nine topic areas: basic concepts; functional signs; tools; domestic management; health, safety, first aid; public service; time; money; and measurement. (CL)

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Street Survival Skills Questionnaire for the Deaf

Lawrence T. McCarron
Colleen H. Stall

Research and Training Center in Mental Retardation
at Texas Tech University
of the National Institute of Handicapped Research

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MEASURING ADAPTIVE BEHAVIORS FOR INDEPENDENT LIVING

The National Census of the Deaf Population found that .2% of the total population of the United States or more than 40,000 persons are prevocationally deaf. Those persons who have lost their ability to hear and understand speech before acquiring gainful employment require special training and developmental experiences. A knowledge of skills necessary for adaptation to work and living experiences is particularly important for deaf adolescents and young adults. Recent studies (McCarron & Stall, 1981) have indicated that deaf persons often lack specific knowledge in adaptive behaviors. Therefore, it would be useful to assess the deaf individual's knowledge of community living skills which can suggest an appropriate training program. The purpose of this publication is to provide the educational diagnostician and vocational evaluator with a means of assessing the severely and profoundly hearing impaired using the Street Survival Skills Questionnaire (SSSQ).

Content of the SSSQ

The Street Survival Skills Questionnaire (SSSQ) (Linkenhoker & McCarron, 1979) was designed to provide an objective and reliable method of assessing specific adaptive behaviors. The content of the SSSQ includes:

1. Basic Concepts
2. Functional Signs
3. Tools
4. Domestic Management
5. Health, Safety, First Aid
6. Public Service
7. Time
8. Money
9. Measurement

Objective and reliable information is obtained by use of a multiple-choice pictorial format that permits sampling of several aspects of adaptive behavior which facilitates living and working in the community. Such a test format provides high reliability (r-.97), is relatively easy to administer, score and interpret. The relatively short adminis-

tration time (30-45 minutes) provides descriptive information on the individual's current functional skills in specific areas in a reasonably comprehensive yet efficient manner.

The content of the SSSQ was selected to assess fundamental community living and prevocational skills of developmentally disabled or handicapped adolescents and adults ages twelve through young adult. The SSSQ is intended to provide basic information in specific content areas which in conjunction with additional measures of sensorimotor skills, emotional adjustment, information processing skills, vocational, educational and social skills, may provide guidelines for the selection, training and placement of individuals into prevocational training and community living programs. The content included in the assessment materials as well as the information on training may be readily implemented in secondary education programs or rehabilitation training programs. The SSSQ can serve as a baseline measure of adaptive behavior from which an individual training program may be formulated. In addition, the individual's progress over time may be monitored with periodic reassessment. The effectiveness of various training strategies may also be evaluated by the relative changes in improved functional skills of individuals participating in various training or curriculum.

A particularly important application of the SSSQ would be the prediction of a deaf individual's probable success in adapting to community living conditions and vocational placement. The manual for the SSSQ (Linkenhoker & McCarron, 1979) includes guidelines for determining placement of developmentally disabled clients into community living and vocational programs. Curriculum materials for each of the sections of the SSSQ is also identified to facilitate the establishment of training programs.

ADAPTATIONS FOR THE DEAF

When deaf persons learn new information, they do not have the benefit of auditory input and therefore must rely on other sensory modalities, primarily the visual and kinesthetic. The deaf learn in a special way and subsequently develop unique patterns of conceptualizing their experiences. These unique cognitive processing styles of learning, organizing, and remembering require specially designed assessment and instructional procedures. Deaf persons do not have access to many of the verbal nuances that are communicated in a spontaneous and informal way. Therefore, there are inconsistencies

in the structure of their general knowledge. For example, while a deaf person may have technical knowledge in the operation of complex machinery such as a printing press, he or she may not have knowledge of the operation of household machines such as a timer or an oven. When individuals function successfully in one domain, there is a tendency to assume that they are competent in other more fundamental aspects of daily living skills. Extensive experience working with deaf persons has clearly indicated that a basic knowledge in many areas of daily skills cannot be assumed. The fact is that they lack many skills if the instruction they have received has not been in patterns meaningful to them. An adequate assessment instrument must be presented in the language patterns the person being examined understands. In addition, individual testing is more appropriate and valid than group testing for deaf and other developmentally disabled persons. Timed tests are also discouraged because of their marked negative impact. Deaf individuals may not have had the usual time estimation ability and therefore cannot accurately gauge an interval of time. Therefore, special procedures for assessing adaptive behaviors are required for the severe and profound hearing impaired.

Situational Factors

In most cases, the deaf person with restricted auditory input is attuned to visual input and therefore the elimination of minor visual distractions is important. It is essential to consider visual distractions both in the testing environment and in the appearance of the examiner. The test table should be free from conspicious decor. Unusual clothing or jewelry are often major deterrents to total attention. Solid colors that contrast with skin tone are preferable for the examiner. If the deaf individual has hearing in some frequencies, noise in the environment also becomes a distractor. Partial auditory reception is considerably more disturbing when the information received is diffused. If the deaf person utilizes speech reading of the examiner as his basic means of receptive communication, the examiner should sit directly in front of the person being examined and with available light on the examiner's face.

Manual Communication

Examiners of this adaptation must be fluent in American Sign Language both receptively and expressively. Similarly, the deaf person being examined must also be fluent in American Sign Language receptively, but not necessarily expressively. Since the SSSQ has

verbal associative content, the deaf person must have receptive language ability, but needs only to point to a picture in order to communicate expressively. A majority of assessment instruments are based on verbal ability. That is to say, test performance is often dependent on verbal language competency rather than application of concepts to daily living or vocational settings. The verbal presentation of a test item may be confusing for the deaf person and provide little information about the nature of the desired response. While the deaf person could appropriately respond to the item presented in American Sign Language, he or she may not understand the syntax of either spoken or signed English. To adapt an instrument for the deaf by simply reconstructing the items in Signed English only serves the purpose of assessing the individual's understanding of signs and English syntax. Such an adaptation does not insure that the concepts are being accurately assessed. If the printed word is substituted for verbally spoken instructions, then the individual's reading ability is assessed rather than an understanding of the concepts involved. Examiners using this adaptation of the SSSQ will achieve more accurate results by adjusting the procedures of administration and testing situation to the special needs of the deaf person being examined.

One of the basic problems in the assessment of the deaf using manual communication with a pictorial format is that the instructions must be given while the individual is looking at the examiner. This creates an initial disadvantage for the deaf person who must first visually attend to the manual communication of the examiner, retain in memory the examiners question, and then attend to the pictorial format to make a response. By contrast, normal hearing persons can observe the choices and orient themselves to the task while they are receiving the auditory instructions. The examiner must allow time for the deaf person to look down at the material or task both initially and at intervals during the instructional period. Therefore, the question may need to be repeated with manual communication. The following pages present the notations used in this adaptation of the SSSQ and instructions item-by-item for using it. The signs used in the administration of the instrument were selected for their clarity and lack of visual cues as to the correct answer and because they are generally acknowledged as signs in most areas of the nation.

Notations

Clearly the most difficult task for the administration of the adapted SSSQ for the deaf is familiarization with the notations that will be used to standardize the procedure for the deaf. The task of composing these instructions has been akin to constructing a manual of how to tie a shoelace. Our lament is that we could not be there personally to show each of you "how" to execute the signs. It would have made both our tasks less complex. The following notations will be used to clarify the instructions for the examiner.

	Examples
SIGN	Words which are actually to be signed using American Sign Language will appear in capital letters.
SIGN-SIGN	A hyphen will be used when more than one English word is needed to translate a single sign (e.g., LOOK-AT).
W-O-R-D	Words that are to be fingerspelled are designated by hyphens placed between capital letters
,	A pause in the signed instructions is designated by a comma
(?)	Actions, objects, or facial expressions that are to be mimed or acted out are designated by enclosing the instructions in parenthesis.
*	Because of the frequent need of the examiner to allow the deaf person to visually orient himself to the choices and the task, an asterisk will be used to indicate that the examiner should point to the choices in circular motion and permit the deaf person to look at the choices briefly.
[smile]	Specific notes to the examiner will be enclosed in brackets.
<u>STOP</u>	Signed words that are to be emphasized by the examiner are designated by underlining.

Volume 1: Basic Concepts

1—WHICH BLUE * (?)

2—WHICH YELLOW * (?)

3—WHICH ORANGE * (?)

4—WHICH GRAY * (?)

5—LOOK-AT [point to the single block] WHICH * SAME [point to the single block again] (?)

6—LOOK-AT [point to the single block] WHICH * SAME [point to the single block again] (?)

7—LOOK-AT [point to the single block] WHICH * SAME [point to the single block again] (?)

8—LOOK-AT [point to the single block] WHICH * SAME [point to the single block again] (?)

9—LOOK-AT [point to the single block] WHICH * SAME [point to the single block again] (?)

10—WHICH SHOW DOWN (?)

11—WHICH YOUR RIGHT HAND, WHICH * POINT RIGHT (?)

12—WHICH YOUR LEFT HAND, WHICH * POINT LEFT (?)

13—WHICH THROUGH (?)

14—SEE TWO RED BLOCKS * WHICH SHOW BETWEEN TWO RED BLOCKS (?)

15—WHICH SHOW [indicate two straight layers] (CURVED) BOTTOM (?)

16—WHICH SHOW [indicate top] (CURVED) TOP (?)

17—WHICH MOST MANY * (?)

18—BALL [with one hand cut the imaginary ball in half and pull one of the halves to the side] WHICH * SHOW 1/2 (?)

19—LOOK-AT [point to the single circle] WHICH * SAME MEASURE [point to the single circle again] (?)

20—LOOK-AT [point to the single square] SOME BIG, SOME LITTLE* WHICH LITTLE THAN [point to the single square] (?)

21—WHICH * SHOW BALL CENTER (?)

22—WHICH SHOW LARGE BALL CENTER * (?)

23—WHICH SHOW SMALL FRONT * (?)

24—WHICH HAVE LARGE, RIGHT, RIGHT, SMALL [the last four signs should be performed in different space from left to right] (?)

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Volume 2: Functional Signs

1—WHICH ALRIGHT GO * (?)

2—WHICH STOP * (?)

3—WHICH CAN'T EAT, DIE * (?)

4—WHICH NO (SMOKE) * (?)

5—WHICH YOU WALK OVER * (?)

6—ANYONE HURT WHICH USE * (?)

7—WHICH TELEPHONE * (?)

8—WHICH MAN TOILET * (?)

9—WHICH ELEVATOR * (?)

10—WHICH SHOW ALRIGHT WALK * (?)

11—WHICH SHOW WHERE HOSPITAL * (?)

12—WHICH SHOW WHERE WAIT BUS * (?)

13—WHICH SAY PUSH * (?)

14—NEED ESCAPE, [using the sign LOOK-AT look around the ceiling in a searching manner] WHICH SHOW WAY OUT * (?)

15—WHICH NEED DO OR MAYBE HURT * (?)

16—WHICH SAY, CAN'T GO-IN * (?)

17—WHICH SAY TOILET * (?)

18—YOU WANT SEE MOVIE, WHICH SHOW WHERE CAN BUY TICKET * (?)

19—SICK NEED HELP, WHERE FIND DOCTOR * (?)

20—WHICH SAY CAREFUL GET-ON BUT, NOT FALL * (?)

21—YOU FIND SOMETHING WANT BUY, WHICH SAY WHERE PAY *

22—YOU BUY COKE WHERE [put money in an imaginary slot in the machine] MONEY * (?)

23—WHICH MEAN NOT BOTHER * (?)

24—WHICH EASY BURN * (?)

Volume 3: Tools

1—WOOD WHICH * (?)

2—WIRE CUT [make the CUT sign in the same space as the imaginary wire] WHICH USE * (?)

3—WOOD [show a flat surface using both hands, cut the wood in half with one hand using the open B handshape, show two pieces] WHICH USE * (?)

4—BOX, CAN'T OPEN CROWBAR WHICH USE * (?)

5—WOOD CUT ELECTRIC SAW, WHICH USE * (?)

6—WHICH WRENCH CHANGE SIZE, LITTLE BIG WHICH * (?)

7—WHICH USE (STAPLE) * (?)

8—WHICH FORKLIFT * (?)

9—[show a flat surface using both hands, using one index finger drill a hole through the flat surface] WHICH USE * (?)

10—TREE [chop the TREE down using the other hand, the TREE falls] WHICH USE * (?)

11—WHICH USE WANT KNOW EXACT FLAT * (?)

12—WHICH GREEN [show the shape of a hedge using both hands, mime the clipping of the top of this imaginary hedge using the motion of a set of shears] WHICH USE * (?)

13—[pick up the nail from the picture and mime hammering the imaginary nail] WHICH BEST USE * (?)

14—[mime taking the screws out of the hinge in the picture] WHICH BEST USE * (?)

15—[point to the pipe in the picture, with an open B handshape SAW half of the pipe in the picture] WHICH BEST USE * (?)

16—[mime tightening the bolt in the picture i.e. perform the action on the picture] WHICH BEST USE * (?)

17—[mime loosening and taking out the bolt from the picture] WHICH USE * (?)

18—(DRIVE CAR) TIRE DEFLATED (PULL THE CAR OVER) WHICH USE FIX * (?)

19—[mime the shape of a pipe in the space in front of you] WATER DRIP [have the DRIP sign coming from the imaginary pipe] WHICH USE FIX * (?)

20—ELECTRICITY PLUG BROKE [draw a square plug on the wall and mime plugging some thing into it] WHICH USE FIX * (?)

21—DOOR [mime pulling on the imaginary door] CAN'T OPEN WHICH USE FIX * (?)

22—HARD M-E-T-A-L [mime boring through the metal using the index finger] WHICH USE * (?)

24—[point to the pipe in the picture] MEASURE IN [Indicate the diameter of the pipe in the picture using the index finger across the diameter] WHICH USE MEASURE * (?)

Volume 4: Domestic Management

1—[indicate the shape of a cylinder with both hands, point in a circular motion to the top of the can and then use an open B handshape as if your hand were the lid of the can coming open] WHICH USE * (?)

2—[mime the action of sifting with one hand using the action that you would for the type of sifter in the picture, with the other hand indicating that the sifted material is coming out of the bottom of the sifter using the sign SNOW] WHICH * [put imaginary substance into the tip of the imaginary sifter] (?)

3—[mime the action of grating, lift up the imaginary grater and sift through the grated substance with the other hand] WHICH USE * (?)

4—[mime the action of dicing emphasizing the squareness of the diced material, indicating the squareness again by using the G handshape and making a small square on the surface of the table] WHICH SHOW * (?)

5—WHICH YOU BUY, MUST FROZEN FAST WHICH (?)

6—WHICH YOU BUY MUST PUT COLD [mime opening a refrigerator and putting something inside] (?)

7—WHICH AFTER FINISH USE MUST PUT COLD AGAIN [again mime opening a refrigerator and putting something in] WHICH MUST * (?)

8—SOME VEGETABLES CAN EAT NOT NECESSARY COOK, BUT, ONE * MUST COOK FIRST EAT, WHICH * (?)

9—YOU WANT MAKE BREAD WHICH USE * (?)

10—STOVE COOK [mime the action of turning a dial] WHICH HOTTEST * (?)

11—[mime the action of turning a dial] WHICH SMALL HOT * (?)

12—YOU WANT COOK CAKE OVEN, TEMPERATURE MUST 300, WHICH * CORRECT (?)

13—FOR SHIRT FIT [show the length of the collar on your own shirt] WHERE MEASURE * (?)

14—FOR SHIRT FIT [show width of chest size on shirt] WHERE MEASURE * (?)

15—FOR PANTS FIT [show the waist on the pair of pants] WHERE MEASURE * (?)

16—FOR PANTS FIT [show the inseam on the pair of pants] WHERE MEASURE * (?)

17—YOU WANT CLEAN TOILET WHICH USE * (?)

18—YOU WANT WASH CLOTHES, WHICH USE * (?)

19—YOU WANT WASH CLOTHES WHITE CLOTHES, WHICH USE * (?)

20—YOU WANT WASH [point to the words in the square] WHICH CORRECT * (?)

21—YOU WANT WASH [point to the words in the square] NOT NEED IRON [mime turning a control dial] WHICH CORRECT * (?)

22—WHICH * MEAN NOT WASH-CLOTHES * (?)

23—YOU WANT DRY BED COVER [mime taking sheets off a bed, mime turning a dial] WHICH SHOW CORRECT * (?)

24—YOU WANT DRY [point to the words in the square, mime turning a dial] IF SAY [point again to the words] WHICH CORRECT * (?)

Volume 5: Health, First Aid, and Safety

1—WHICH HELP BODY CLEAN * (?)

2—[point to the teeth and gums] SOMETIMES BECOME BLACK, BAD HURT, WHICH * PROTECT (?)

3—[point to fingernails cut nails] WHICH USE * NICE [look proudly at nails]

4—TOILET FINISH YOU, WHICH USE * (?)

5—HAIR DIRTY WHICH NEED * (?)

6—WHICH * YOU NEED NEW PUT-ON CLEAN EVERDAY (?)

7—EAT FINISH WHICH * NEED WASH-DISH (?)

8—WHICH EAT BECOME STRONG HEALTHY * (?)

9—HAND BURN [put the sign for burn under the other hand] HURT [mime touching a stove and jerk hand away] WHICH USE * (?)

10—CUT [form the sign for cut on the upper wrist as indicated in the picture] BLEED, BLEED WHICH DO * (?)

11—EYE [squint one eye] SOMETHING [point to the same eye] HURT HURT [perform this sign beside the same eye] WHICH HELP STOP HURT * (?)

12—THERMOMETER [mime sliding a thermometer into the mouth using thumb and forefinger G handshape, take out the thermometer and look at it] HOT HOT SICK WHICH * NEED GO DOCTOR (?)

13—[point to the thermometer pictured] USE OTHER PERSON, NEED CLEAN, WHICH * (?)

14—[using the mime of taking the temperature as in item 12] HOT HOT [put hand to forehead] SICK WHICH TAKE * [use the sign for taking medicine] FEEL COOL BETTER (?)

15—WHICH USE STOP SUN [let the sun shine down on the shoulder] RED * [perform hurt on the same shoulder] (?)

16—MEDICINE BOTTLE [mime where the label should be on the bottle] ALWAYS SAY WHEN SHOULD [take pill] WHICH SAY 2 TIMES EVERYDAY (?)

17—YOU WALK NIGHT ROAD DARK, WHICH * BETTER [mime driving a car] SEE YOU (?)

18—YOUR FRIEND FALLS IN WATER SWIM CAN'T WHICH BETTER DO YOU HELP FRIEND * (?)

19—WHICH EASY BURN DANGEROUS CLOSE FIRE * (?)

20—[mime the action of a grinder, show the rotating motion with one hand, push something imaginary against the grinder with the other hand, then show sparks flying from the grinder] NEED PROTECT EYES [show something going into the eye by pointing] WHICH BETTER PROTECT YOU * (?)

21—HEAVY BOX MUST LIFT WHICH * SHOW BETTER WAY LIFT, NOT HURT BACK (?)

22—WOOD WANT CUT, WHICH SHOW BEST NOT CUT SELF * (?)

23—MANY TIMES ACCIDENT HURT SELF, WHICH PICTURE SAFE NOT HURT SELF * (?)

24—COOK [mime putting pan on the stove] GRAVY FAST FIRE [show fire coming out of the pan] WHICH STOP FIRE * (?)

Volume 6: Public Services

1—WHICH BUS * (?)

2—YOU WANT RIDE-ON [use the single sign for "get on"] BUS, WHICH NEED (?)

3—YOU NEED MEDICINE WHERE BUY * (?)

4—YOU WANT BOWL WHERE GO * (?)

5—WHICH FIND IN LIBRARY * (?)

6—WHICH BUY POST OFFICE * (?)

7—STAMP, 3 WRONG, WHICH RIGHT * (?)

8—LETTER YOU WANT SEND FRIEND SAME TOWN WHERE [mime putting a letter into a slot] * (?)

9—WORK FINISH, BOSS GIVE CHECK, WHICH CHECK * (?)

10—LOOK-AT [point to deposit slip] WHICH SAY [point to choices] FULL PUT IN BANK * (?)

11—YOUR PAYCHECK, KNOW GOVERNMENT KEEP TAX, FINISH SUBTRACT GOVERNMENT TAX, HOW MUCH LEFT, WHICH SHOW * (?)

12—LIST FOOD, * YOU WANT DRINK, WHICH COST LESS * (?)

13—THREE WRONG 1 RIGHT WHICH RIGHT CHECK (?)

T14—WHICH TELEPHONE NEED PAY USE (?)

T15—NEED HELP WHICH SHOW MUST (DIAL)

T16—NEED HELP WHICH SHOW MUST (PUSH)

T17—ELECTRICITY STOP LIGHTS NO [quantitative] WHICH YOU NEED CONTACT (?)

T18—WHICH NUMBER FAR TELEPHONE MUST PAY MORE (?)

T19—SOMEONE MUST GO HOSPITAL FAST WHICH CALL (?)

T20—TELEPHONE BROKEN WHICH MUST (DIAL) TELEPHONE FIX (?)

T21—NEED * TAXI * RIDE-ON WHICH CALL (?)

T22—(PIPE DRIP) BROKEN NEED FIX WHICH TELEPHONE (?) [show the phone card] PLAY TELEPHONE (DIAL) NUMBER FIX PIPE DRIP

T23—YOU NEED CONTACT NAME * GREG PAGE * FIND TELEPHONE NUMBER NOW (DIAL) NUMBER GREG PAGE PLAY TELEPHONE

T24—YOU NEED TELEPHONE DENTIST NAME * JOE STARR FIND JOE STARR TELEPHONE NUMBER NOW (DIAL) NUMBER JOE STARR [name sign]

Volume 7: Time

1—WHICH SHOW TIME 4:00 * (?)

2—WHICH SHOW TIME 9:00 * (?)

3—WHICH SHOW TIME 10:30 * (?)

4—WHICH SHOW TIME 3:30 * (?)

5—WHICH SHOW TIME 9:15 * (?)

6—WHICH SHOW TIME 6:15 * (?)

7—WHICH SHOW TIME 7:04 [sign numbers slowly] (?) or 4 MINUTES AFTER 7 * (?)

8—WHICH SHOW TIME 10:46 [sign numbers slowly] * (?)

9—WHICH SHOW 1/4 AFTER HOUR OR 15 MINUTES AFTER HOUR START * (?)

10—NEW CLOCK, SHOW TIME NUMBER WHICH * SHOW SAME TIME THIS [point to clock face] (?)

11—WHICH SHOW TIME 7:00 * (?)

12—WHICH SHOW TIME 4:30 * (?)

13—WHICH SHOW NOON * (?)

14—YOU START WORK TIME 8:30 [point to appropriate clock] YOU FINISH 10 MINUTES WHICH [point to choices] SHOW TIME FINISH WORK YOU *

15—YOU COOK DELICIOUS START [point to appropriate clock] YOU MUST COOK 15 MINUTES WHICH SHOW TIME FINISH * (?)

16—YOU FINISH WORK [point to clock] BUT START WORK 3 HOURS PAST THIS [point to clock again] WHICH SHOW TIME START WORK * (?)

17—MAN START WORK TIME 8:00 [point to clock] WORK 1 1/2 HOURS FINISH, WHICH SHOW TIME MAN FINISH * (?)

18—FIRST MOVIE FINISH SECOND SHOW MOVIE [point to ad] WHAT SHOW TIME START * (?)

19—YOU PAINT FINISH THIS [point to clock] MUST WAIT 1 HOUR AND 45 MINUTES DRY. WHICH SHOW WHEN DRY CAN PAINT AGAIN * (?)

20—WHICH SHOW EVERYDAY RIGHT, RIGHT, RIGHT [the sign RIGHT should move from left to right implying order] * (?)

21—WHICH SHOW EACH MONTH RIGHT, RIGHT, RIGHT [same as 20] * (?)

22—WHICH CALENDAR SHOW SQUARE THIRD FRIDAY * (?)

23—THIS [point to date] SHOW DAY WHICH CALENDAR SHOW THIS [point again to date] SQUARE * (?)

24—YOU GO TO DOCTOR THIS [point to date] DOCTOR SAY MUST COME BACK 2 WEEKS FUTURE WHICH * (?)

22— COUNT MONEY [point to the coins] WHICH SAY HOW MUCH HERE [point to the coins] * (?)

23—BUY MANY THINGS, ADD, WHICH SHOW HOW MUCH ALL COST TOGETHER * (?)

24—BREAD COST SIXTY CENTS [point to the amount] SOUP COST THIRTY-FIVE CENTS [point to the amount] MILK COST THIRTY-FIVE CENTS, HOW MUCH ALL COST TOGETHER * (?)

Volume 9: Measurement

1—WHICH THERMOMETER SHOW HOTTEST * (?)

2—WHICH THERMOMETER SHOW COLDEST * (?)

3—LOOK AT TEMPERATURE [point] WHICH MAN HAVE RIGHT CLOTHES FOR THIS [point to the thermometer] TEMPERATURE * (?)

4—WHICH BEST TEMPERATURE IN HOUSE COMFORTABLE * (?)

5—YOU WANT KEEP MEAT AND VEGETABLES COLD IN REFRIGERATOR [mime putting something in a refrigerator] WHICH SHOW BEST TEMPERATURE * (?)

6—WATER FROZEN HARD WHICH TEMPERATURE * (?)

7—WHICH SHOW RIGHT TEMPERATURE FOR PERSON NOT SICK * (?)

8—WHICH SHOW 1/2 * (?)

9—WHICH SHOW 1/4 * (?)

10—WHICH SHOW 3/4 * (?)

11— WHICH SHOW EXACT FULL ONE CUP * (?)

12— WHICH SHOW 2/3 * (?)

13—WHICH SHOW 1/3 * (?)

14—YOU MUST MEASURE 1/2 CUP O-I-L [point to the cup] NOW MUST MEASURE 1/4 CUP V-I-N-E-G-A-R [point to the cup] TOGETHER HOW MUCH, WHICH SHOW * (?)

15—YOU MEASURE ONE CUP SUGAR [point to the cup] SUBTRACT 1/2 CUP [perform the sign SUBTRACT as if pulling it from the picture of the cups] WHICH SHOW HOW MUCH YOU LEFT * (?)

16—[point to box with statement] SAY HOW MUCH WATER NEED, WHICH SHOW MEASURE SAME THIS [point again to statement]

17— MEASURE THIS [point, to area between arrow] WHICH * MEASURE SAME THIS (?)

18—THIS BLOCK WOOD, WHICH * LONG ENOUGH [mime screwing in a screw into the picture lengthwise] COMPLETE THROUGH WOOD, 3 SHORT, 1 LONG ENOUGH WHICH RIGHT * (?)

19—MEASURE FIND ONE, THREE INCHES EXACT, MEASURE ONLY [indicate the threaded part of each one] * (?)

20—MEASURE FIND ONE EXACT THIS MEASURE [point to the written measurement] (?)

21—WHICH EXACT 1/2 INCH MEASURE (?)

22—WHICH EXACT 3/4 INCH MEASURE (?)

23—WHICH EXACT 1/4 INCH MEASURE (?)

24—WHICH * MEANS SAME INCHES (?)

Volume 8: Monetary

1—WHICH ONE CENT * (?)

2—WHICH TEN CENTS * (?)

3—WHICH FIVE CENTS * (?)

4—WHICH TWENTY-FIVE CENTS * (?)

5—WHICH FIFTY CENTS * (?)

6—WHICH ONE DOLLAR * (?)

7—WHICH FIVE DOLLARS * (?)

8—WHICH TWENTY DOLLARS * (?)

9—LOOK AT FIVE CENTS [point to the nickel] WHICH * SAME THIS [point again to the nickel] (?)

10—LOOK-AT [point to the dime] WHICH * SAME THIS [point again to the dime] (?)

11—LOOK-AT ONE DOLLAR [point to the dollar] WHICH SAME THIS [point again to the dollar] * (?)

12—LOOK AT TWENTY-FIVE CENTS [point to the quarter] WHICH SAME THIS [point again to the quarter] * (?)

13—WHICH SAME THIRTY CENTS * (?)

14—WHICH SAME FIVE DOLLARS * (?)

15—WHICH SAME TEN DOLLARS [point to the bill] * (?)

16—WHICH SAME TWENTY DOLLARS [point to the bill] * (?)

17—WHICH SHOW MOST MONEY * (?)

18—WHICH MEAT COST CHEAP EACH POUND * (?)

19—BUS RIDE-ON COST FORTY CENTS, MUST HAVE EXACT RIGHT MONEY, WHICH SHOW EXACT FORTY CENTS * (?)

20—YOU WANT BUY SOMETHING COST TWENTY-FIVE CENTS [point to the quarter] YOU GIVE STORE PERSON ONE DOLLAR, HOW MUCH STORE PERSON GIVE YOU BACK (?) WHICH SHOW *

21—YOU WANT BUY SOMETHING COST THIRTY-FIVE CENTS [point to the coins] YOU GIVE STORE PERSON FIFTY CENTS [point to the coins] HOW MUCH STORE PERSON GIVE YOU WHICH SHOW * (?)

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